

YORK UNIVERSITY
Faculty of Liberal Arts & Professional Studies

Public Administration
AP/PPAS 3190 6.0, Section A
Fall/Winter 2026-2027

Course Information

Professor James C. Simeon, PhD
E-mail: jcsimeon@yorku.ca
Office Hours: Before/After Class or
appointments by email request

Course Time & Days: Friday 11:30 am-
2:30pm
Class Location: CLH 110

Land Acknowledgment

First Nations peoples have lived on this part of Turtle Island for millennia, stewarding the land, the water and all that contributes to life in this region. Today, the culture and presence of First Nations, Inuit and Métis peoples enrich the lands and people of this territory.

More than two centuries ago, the Mississauga people welcomed settlers to this territory, providing sustenance and engaging in trade and commerce. Between 1781 and 1820, eight treaties were signed between the Crown and the Mississaugas of the Credit First Nation, who opened their territory to settlement. Today, York University's Keele Campus is located on Toronto Purchase Treaty, No. 13 lands and is situated on the traditional territory of the Huron-Wendat and Haudenosaunee.

Treaty history is foundational, and it is our collective responsibility to honour the land, as we honour and respect those who have gone before us, those who are here and those who have yet to come. We are grateful for the opportunity to be learning, working and thriving on this land, and we commit to learn the truth and be active in the process of reconciliation.

Course Overview

Course Description

This course examines the discipline of public administration in Canada, in both theory and practice, through case studies and the case study method of analysis. The course

will also draw on the experience of other liberal democratic states from time-to-time for comparative purposes.

The course is divided into three parts. The first part of the course will examine the discipline of public administration, and it will consider a number of key terms, concepts and theories in public administration, beginning with the term “public administration” itself. The second part of the course will examine the emergence of the New Public Management (NPM) approach and the idea of “*reinventing government*” and its implications for the practice of public administration and the role of the public servant within the public service. The third part of the course will explore the key interplay of democracy, public policy, and public administration. This part of the course will explore the notions of democratic administration and administrative democracy and their implications for realizing a public service that works truly for the “public good” and in the “public’s interest.”

More specifically, the fall term explores the manner in which public administration has developed in Canada and several key components and concepts of modern public sector management and administration, including, those related to organizations and human resources and administrative law. An examination and analysis of key terms and concepts such as public responsibility and accountability, public finance and budgeting, and a representative and merit based public service will be highlighted during this term.

The winter term will examine contemporary public administration through an exploration of the emergence of NPM and the impact of new technologies and the forces of globalization on the delivery of public goods and services and the meaning of *democratic administration* and how it might be realized in practice.

An integral aspect of the course will be its Globally Networked Learning (GNL) component that will be held over a one-week intensive each semester. Students will have a virtual learning experience with students at universities in other countries. This will provide students with an opportunity to enhance their inter-cultural sensitivity and communications skills as well as learning about public administration in other countries.

Course Goals

The course is designed to stimulate critical thinking on public administration. It seeks to provide the essential foundational knowledge on public administration required by civil service professionals who work within the broader public sector and, specifically, within government. In addition, it affords students an opportunity to become fully knowledgeable and conversant with a key issue or concern in public administration through their own in-depth research and analysis. In the process, students will be able to develop and hone their research, analytical, and writing skills in the field of public policy and administration.

Course Learning Objectives

By the end of the course, students should be able to do the following, among other things:

1. Describe the key structures, organizations and processes within the public service of Canada.
2. Outline the conceptual and theoretical foundations of public management and administration and its evolution in Canada.
3. Explain the significance of the distinct approaches to management and administration, as expounded by a number of academically renowned theorists, and their continuing relevance to public administration today.
4. Describe and analyze how the public service in Canada formulates, adopts, implements and evaluates public policies.
5. State the basic elements found in the codes of conduct (the moral and ethical standards of behavior) for public servants in various jurisdictions.
6. Explain the meaning of *democratic administration* and how it might be further developed and/or enhanced in the public sector.
7. Through the analysis of weekly case studies gain a fuller knowledge and appreciation of how public sector managers and administrators address a wide variety of issues in the public service workplace.
8. Develop and refine their problem-solving and decision-making skills through the analysis of weekly case studies in public administration.
9. Demonstrate, through an incremental and staged process, the ability to identify a key issue or concern in Canadian public administration, formulate a clear research question and based on reliable and verifiable factual evidence, gathered through their own research, present a thorough analysis and a coherent set of concise findings and conclusions in a research paper.
10. Students will have refined and further developed their inter-cultural and communications skills through the interaction and working with students at universities in other countries.

Required Course Materials

Required Text:

Inwood, Gregory J., *Understanding Canadian Public Administration: An Introduction to Theory and Practice*, Fifth Edition, Toronto: University of Toronto Press, 2025.

This textbook has been ordered with the York University Bookstore and is available new at the cost of \$120.00. It is also available in the York University Libraries and has been put on reserve for the course.

Dunn, Christopher. Editor, *The Handbook of Canadian Public Administration*. Third Edition., Toronto: Oxford University Press Canada. 2018.

This textbook has been ordered with the York University Bookstore and is available new at the cost of \$120.00. It is also available in the York University Libraries and has been put on reserve for the course.

Simeon, James C. *Case Studies in Public Management and Administration*. Second Edition, Captus Press Inc., Concord, Ontario, Canada, 2026.*

*This is an online publication and is not available in hard copy. You can order the eCasebook at the following weblink, <https://www.captus.com/information/eBook.htm>. The cost of accessing the text term-based (Fall/Winter) is \$33.00, plus taxes.

Recommended Reading:

Johnson, David. *Thinking Government: Public Administration and Politics in Canada*. Fifth Edition, Toronto: University of Toronto Press, 2022.

This textbook has been ordered through the York University Bookstore and is available new at the cost of \$94.95. It is also available in the York University Libraries and has been put on reserve for this course.

The use of second-hand or used books of the above editions are not restricted. In-class seminar material will draw on texts, journal articles, government reports, videos, and supplemental materials as outlined in detail in the class weekly schedule found in our eClass course website. These will be available without cost.

Course Format and Organization

This is an in-person course that meets on a weekly basis. Our meetings will allow for the presentation of course material and the discussion of readings, case studies, and news items. All students are expected to attend the class meeting times **as per the schedule** on indicated **Fridays at 11:30 am – 2:30 pm**. The Globally Networked Learning (GNL) component will be virtual, both asynchronous and synchronous. For more information see the following weblink, <https://yorkinternational.yorku.ca/gnl/>.

Technical Requirements

Several platforms will be used in this course (e.g., eClass, Zoom, etc.) through which students will interact with the course materials, the course director, as well as with one another. Students require a stable, high-speed Internet connection, a computer with a webcam and microphone, and/or a smart device with these features.

Using Zoom

Students shall note the following:

- Zoom is hosted on servers in the United States and Canada. Recordings done since May 1, 2022, are stored in Canada. For more information, please refer to the notes on [Zoom Privacy and Security](#) provided by Information Security at York.
- If you have privacy concerns about your data, provide only your first name or a nickname when you join a session.

- The system is configured in a way that all participants are automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it.

Here are some useful links for student computing information, resources, and help:

- [Student Guide to eClass](#)
- [Zoom@YorkU Best Practices](#)
- [Zoom@YorkU User Reference Guide](#)
- [University Information Technology \(UIT\) Student Services](#)
- [Student Guide to Remote and Online Learning](#)

To determine Internet connection and speed, there are online tests, such as [Speedtest](#), that can be run. If you need technical assistance, please consult the [University Information Technology \(UIT\) Student Services](#) web page. For more specific assistance, please write to askit@yorku.ca.

Course Communication Plan and Office Hours

Please do not hesitate to contact your professor through email at jcsimeon@yorku.ca. Correspondence is reviewed daily (Mon-Fri); therefore, you will receive a response within 24-48 hours. If your inquiry is urgent, please mark “Urgent” in the subject line. Given there are several sections of this course, all student correspondence should include your **course and section number: 3190 A**

- Your professor will arrive early and remain after class for individual consultations. In addition, office hours are held by request. Individual appointments should be requested through email and may be held by phone or through Zoom.
- Students will participate with each other in class and throughout the course and through their Team discussions. (details in the “Assignments” document)
- Important course information will be shared through eClass “Course Announcements”. Students are expected to monitor Course Announcements.

Course Evaluation

Assessment	Due Date	Weight %	Notes
Fall Term Class Attendance and Participation GNL – Global Week, Oct. 26-30	Throughout	10%	• Attendance is taken in class through a “sign in” procedure. (Students must remain for the whole class. Late arrival and early departure will be duly recorded and factored into the grade.) • Complete all seminar participation activities,

			including, the GNL, Global Week, and case study team presentations, at least one each semester. (Your seminar presentations will be duly recorded and factored into your participation grade.)
Research Paper Topic on Public Administration	October 9, 2026	5%	Provide a descriptive one-page outline of the research topic in Canadian Public Administration that you are interested in researching and writing your research paper on.
Research Paper Proposal and Annotated Bibliography	November 13, 2026	10%	The research proposal must include: a research question and/or thesis statement; the components of the paper; an outline of your argumentation; and your anticipated conclusions. An annotated bibliography is required.
Fall Term In-Class Test	December 4, 2026	15%	This is a closed book test covering the Fall Term topics and material.
Winter Term Class Attendance and Participation GNL – Global Week, March 16-19	Throughout	10%	Attendance is taken in class through a “sign in” procedure. (Students must remain for the whole class. Late arrival and early departure will be duly recorded and factored in the grade.)

			Complete all participation activities, including, GNL, Global Week, and at least one case study team presentation each semester. (Your seminar presentations will be duly recorded and factored into your participation grade.)
A Condensed Version of your Research Paper. Not longer than 4 pages in length.	January 22, 2027	10%	- A four-page condensed version of your paper that concentrates on your research question and your line of argumentation. This condensed paper assignment must be on your approved research paper topic. Otherwise, it will not be accepted.
Research Paper Assignment	March 5, 2027	20%	The Research Paper must be on the topic approved in your Research Paper Proposal and Annotated Bibliography Assignment and as presented in your condensed research paper assignment. Otherwise, the assignment will not be accepted.
Winter Term Final Examination	April 5, 2027	20%	This will be a closed book in-class final examination that will cover the full year's course work.
		100%	

Assessment Details

Details can be found in the "Assignments" document posted on eClass. Rubrics will be provided for research paper assignments. However, it is assumed that by third year you

know what the expectations are for all written assignments. You must have proper references (in text citations or footnotes or endnotes and a bibliography).

All essays are to be double spaced, font size 12, pages numbered, include a title page that includes your student name and number, course name, and number, and the date of submission. Please note that as an advanced level course, expectations for scholarly writing are upheld; students are strongly advised to have all written submissions thoroughly proofread.

Submitting Assignments

Assignments for this course must be received within the timeframes specified and must be submitted through “**Turnitin**” on eClass. **Students are expected to save a copy of all assignments and may be asked to resubmit if any difficulties in submission arises. Note times of submission are aligned with the specified due dates for each assignment.**

Proper academic performance depends on students doing their work not only well, but on time.

Late Work Policy

Proper academic performance depends on students doing their work not only well, but on time. Assignments received after the due date will be penalized one half letter grade per day (5% per day).

Students with accommodations must confirm any extended timelines required with the professor well in advance of the due dates.

Grading

The grading scheme for this course conforms to the 9-point system used in undergraduate programs at York University. For a full description of the grading system, visit the York University [Academic Calendar](#).

GRADE	GRADE POINT	PERCENT RANGE	DESCRIPTION
A+	9	90-100	Exceptional
A	8	80-89	Excellent
B+	7	75-79	Very Good
B	6	70-74	Good
C+	5	65-69	Competent
C	4	60-64	Fairly Competent

D+	3	55-59	Passing
D	2	50-54	Marginally Passing
E	1	40-49	Marginally Failing
F	0	0-39	Failing

Citations

Students are expected to provide appropriate citations for essays and assignments using MLA or APA or Chicago style format (includes page numbers for in-text citations). This allows for proper credit given to the authors of the words or the ideas you present in your work. It also allows for the grader to locate your sources to validate or learn more about your ideas. Links to appropriate citation references, guidelines and resources are provided below:

- [SPARK Student Papers & Academic Research Kit](#)
- [Citing Your Work - Citation Style Overview](#), YorkU Libraries
- [Drop-in Research Support](#), YorkU Libraries
- [Writing Centre](#)

Course Policies

All students are expected to familiarize themselves with the following information:

- [Student Rights & Responsibilities](#)
- [Academic Accommodation for Students with Disabilities](#)

Please also review the following course policies:

Academic Integrity

- In this course, we strive to maintain academic honesty to the highest extent possible. Please familiarize yourself with the meaning of academic integrity by completing [SPARK's Academic Integrity module](#) at the beginning of the course. Breaches of academic honesty range from cheating to plagiarism (i.e., the improper crediting of another's work, the representation of another's ideas as your own, etc.).
- All instances of academic dishonesty in this course will be reported to the appropriate University authorities and can be punishable according to the [Senate Policy on Academic Honesty](#). Students should access the new academic honesty resources/website at: <https://www.yorku.ca/unit/vpacad/academic-integrity/>.

As a student at York University, you have a responsibility to both understand and uphold the integrity of the academic experience. The Faculty of Liberal Arts & Professional Studies supports the International Center for Academic Integrity's [definition of academic integrity](#). *This means that you must be committed to acting in all academic matters, even*

in the face of adversity, with honesty, trust, fairness, courage, respect, and responsibility.

Here is how you can demonstrate academic integrity in the completion of this course:

- **Respect the ideas of others:** Your course work should represent your own knowledge and ideas. You should not falsely claim credit for ideas that are not your own, by presenting another's work as yours. If you are quoting, paraphrasing, or summarizing another person's work to support your own ideas, identify the work and the author through proper citation practices. For more information about how to cite properly, use the Student Papers and Academic Research Kit (SPARK). You can improve your writing, research, and personal learning abilities through the Learning Commons, or by visiting the Writing Centre or ESL Open Learning Centre.
- **Respect your peers:** Know when you are allowed to collaborate. Ask your instructor about what group work entails when it comes to the sharing of work. In test situations and assignments, don't steal or give answers to your peers, whether in-person or online (e.g., in group chats and/or on third-party content-sharing websites, such as Chegg, Course Hero, etc.). Both cheating and aiding in a breach of academic honesty are violations of York University's academic honesty policy.
- **Respect your course instructor(s):** Understand what your instructors are asking of you in class, as well as on assignments, tests and/or exams. If you are unsure, ask your professor or teaching assistant. They are committed to making you feel supported and want to assess you fairly and with integrity. ***Please do not submit the same piece of work for more than one course without your instructor's permission. Otherwise, this can be considered an act of cheating and disciplinary measure can be imposed.**
- **Respect yourself:** When you act with integrity, you know that your work is yours and yours alone. You do not allow others to take tests for you. You do not buy or otherwise obtain term papers or assignments. **You do the work.** As a result, you know that you *earned* the grades that you receive, so you can be proud of your York University degree. By acting with integrity in your course work, you are also practicing a valuable professional skill that is important in all workplaces.
- **Take responsibility:** If you have acted in an academically dishonest way, you can demonstrate courage and take responsibility for your mistake. You can admit your mistake to your course instructor as soon as possible.

Students who engage in academic dishonesty can be subject to disciplinary action under the Senate Policy on Academic Honesty. Your lack of familiarity with the Senate Policy does not constitute a defense against its application. Some academic offences can also constitute offences under the Criminal Code of Canada, which means that you may also be subject to criminal charges.

This Course Prohibits the use of Generative AI in Graded Assignments

In this course, all work should be completed by you and you alone. As such, you are not allowed to use generative artificial intelligence (GenAI), such as ChatGPT, GPT-3, DALL-E and other similar AI tools to help you complete any of your graded work in this course. If you do not know whether an online resource or tool can be used in this course, please

contact me for guidance. Any use of generative AI in this course will be considered a breach of the [Senate Policy on Academic Honesty](#). For more information, please review [AI Technology & Academic Integrity: Information for Students](#).

Students are asked to keep all research notes and draft versions of your work. You may be asked to present these if it is suspected that an AI app was used to help complete your work. These drafts can be used to show how your work was developed and provide evidence that the work is your own. Additionally, students may be asked to meet individually with the professor to discuss and demonstrate knowledge of the assignment.

Group Messaging Tools

Group messaging platforms, such as Discord or WhatsApp, can be helpful tools that connect students and support learning. However, such tools can lead to academic honesty violations when students share or use answers to homework tasks, quizzes, tests, or exams, or when students collaborate on individual assignments. According to [York's Senate Policy on Academic Honesty](#) these behaviors may lead to a penalty. **Moderators of these groups are required to clearly communicate the group's purpose and to remind students of the expectations for academic honesty.** Being a member of such a group is not a breach of academic honesty or any other university policy. However, if you witness academically dishonest behavior, it is strongly recommended that you leave the group. If you are unsure whether the behavior is a violation of academic honesty, check with your instructor. For detailed information about expectations for academic honesty, please refer to [York's Senate Policy on Academic Honesty](#).

Contract Cheating

Contract cheating occurs when a third party completes a student's work, and the student then submits that work as their own. Third parties can include: freelance academic writers or tutors, online essay writing companies, friends, classmates, or even family members. Contract cheating is a serious type of academic dishonesty that carries severe penalties. Besides penalties imposed by the university, contracting a third party to complete academic work carries the additional risks of identity theft and blackmail. If you are unsure whether a certain resource is a legitimate source of help, check with your TA or instructor. For authorized resources and sources of help at York, please visit: <https://www.yorku.ca/unit/vpacad/academic-integrity/student-resources/>

Plagiarism

Plagiarism is defined as misusing another person's published or unpublished work by presenting their ideas, writing or other intellectual property as one's own without proper acknowledgement ([Senate Policy on Academic Honesty](#), section 2.1.3.). There are several acts that are plagiarism, for example:

- copying content word-for-word from a source without proper citation;
- paraphrasing from a source without proper citation; submitting work you have already submitted for another course without the instructor's approval;
- rewording someone else's work which you submit as your own;

- having a third-party complete work in whole then submitting it as one's own (also known as contract cheating).

Although plagiarism is often thought to involve words and ideas, it can also involve drawings, paintings, photographs, programming code, statistics, presentations, musical scores, among other types of content. Even if the act of plagiarism was unintentional, you can still receive a penalty. **To avoid plagiarism, keep good track of any outside sources you use, and ensure that you cite sources properly.** For more help on how to avoid plagiarism, contact the **Library, Writing Centre**, or your **instructor**.

Turnitin

To promote academic integrity in this course, students will normally be required to submit their written assignments to Turnitin (via the course's eClass website) for a review of textual similarities and the detection of possible plagiarism. In so doing, students will allow their material to be included as source documents in the Turnitin.com reference database, where they will be used only for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin service are described on the Turnitin.com website. York students may opt out of using Turnitin. If you wish to opt out, you should contact your instructor as soon as possible.

Accessibility

While all individuals are expected to satisfy the requirements of their program of study and to aspire to achieve excellence, the University recognizes that persons with disabilities may require reasonable accommodation to enable them to perform at their best. The University encourages students with disabilities to register with [Student Accessibility Services](#) to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors through their **Letter of Accommodation (LOA)**.

Please let your instructor know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course. Sufficient notice is needed so that reasonable steps for accommodation can be discussed. Accommodations for tests/exams normally require three (3) weeks (or 21 days) before the scheduled test/exam to arrange.

Religious Observance Accommodation

York University is committed to respecting the religious beliefs and practices of all members of the community and making reasonable and appropriate [accommodations to adherents for observances of special significance](#). Should any of the dates specified in this syllabus for course examinations, tests, or deadlines conflict with a date of religious

significance, please contact the instructor within the first three (3) weeks of class. If the date falls within the formal examination periods, you must complete and submit a [Religious Accommodation for Examination Form](#) at least three (3) weeks before the start of the exam period.

Intellectual Property

Course materials are designed for use as part of this course at York University and are the intellectual property of the instructor unless otherwise stated. Third-party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian copyright law. Students may not publish, post on an Internet site, sell, or otherwise distribute any course materials or work without the instructor's express permission. Course materials should only be used by students enrolled in this course.

Copying this material for distribution (e.g., uploading material to a commercial third-party website) may lead to a charge of misconduct according to York's [Code of Student Rights and Responsibilities](#), the [Senate Policy on Academic Honesty](#), and/or legal consequences for copyright violations.

Student Conduct in the Learning Environment

York University is committed to fostering teaching and learning environments that are free of disruptive and/or harassing behaviour, are physically safe, and conducive to effective teaching and learning. Students and instructors are expected to maintain a professional relationship characterized by courtesy, civility, and mutual respect and to refrain from actions disruptive to such a relationship. Individuals who fail to adhere to such standards and who violate University or public law may be subject to disciplinary action by the University.

For more information, see the policies on [Disruptive and/or Harassing Behaviour in Academic Situations](#) and [Student Conduct and Responsibilities](#), as well as the [Code of Student Rights & Responsibilities](#).

Netiquette for eClass and Online Learning

Students and instructors have a joint responsibility to create and maintain a welcoming and inclusive learning environment. All students are expected to conduct themselves in accordance with the [Code of Student Rights and Responsibilities](#). Please review and familiarize yourself with behaviours that support "netiquette" in virtual classrooms by consulting the [Student Guide to Remote and Online Learning](#).

Student Notice of Recording for Online Teaching and Learning

Activities for this course involve recording, in partial fulfillment of the course learning outcomes. Images, audio, text/chat messaging that have been recorded may be used and/or made available by the University to students enrolled in the course and those supporting the course for the purpose of materials review, for assessment, etc. Recordings will be managed according to the University's Common Record Schedule and

will be securely destroyed when no longer needed by the University. Your personal information is protected in accordance with York University's [Guidelines on Access to Student Records and Protection of Privacy](#) and the [Freedom of Information and Protection of Privacy Act](#). Access to online materials, including recordings or live meetings, is subject to York University's [Senate Policy on Computing and Information Technology Facilities](#).

The University will use reasonable means to protect the security and confidentiality of the recorded information, but cannot provide a guarantee of such due to factors beyond the University's control, such as recordings being forwarded, copied, intercepted, circulated, disclosed, or stored without the University's knowledge or permission, or the introduction of malware into computer system which could potentially damage or disrupt the computer, networks, and security settings. The University is not responsible for connectivity/technical difficulties or loss of data associated with your hardware, software, or Internet connection.

By engaging in course activities that involve recording, you are consenting to the use of your appearance, image, text/chat messaging, and voice and/or likeness in the manner and under the conditions specified herein. In the case of a live stream recording, if you choose not to have your image or audio recorded, you may disable the audio and video functionality. If you choose to participate using a pseudonym instead of your real name, you must disclose the pseudonym to your instructor in advance to facilitate class participation.

You are not permitted to disclose the link or URL of an event or an event session recording or copies of recording to anyone, for any reason. Recordings are available only to authorized individuals who have been directly provided the above instructions/link for their use. Recordings for personal use, required to facilitate your learning and preparation of personal course/lecture notes, may not be shared with others without the permission of the instructor or event coordinator, and may not be published, posted, linked to, or otherwise made available online, including on social media feeds, even if those feeds are private.

Student Support and Resources

To help you succeed academically, York University offers a wide range of resources and services. Everything from writing workshops and peer mentorship to wellness support and career guidance is available to fulfill our LA&PS students' needs. Explore the links below to access these on-campus resources:

- [Academic Advising](#) is available to provide students support and guidance in making academic decisions and goals.
- [Student Accessibility Services](#) are available for support and accessibility accommodation when required.
- [Student Counselling, Health & Wellbeing](#) offers workshops, resources, and counselling to support your academic success.

- [Peer-Assisted Study Sessions \(PASS\) Program](#) provides student study sessions for students to collaborate and enhance their understanding of course content in certain courses.
- [Student Numeracy Assistance Centre at Keele \(SNACK\)](#) supports students in courses involving math, stats, and Excel.
- [The Writing Centre](#) provides multiple avenues of writing-based support including drop-in sessions, one-to-one appointments, a Multilingual Studio, and an Accessibility Specialist.
- [ESL Open Learning Centre \(OLC\)](#) supports students with building proficiency in reading, writing, and speaking English.
- [Learning Skills Services](#) provides tips for time management, effective study and learning habits, keeping up with coursework, and other learning-related supports.
- [Learning Commons](#) provides links to supports for time management, writing, study skills, preparing for exams, and other learning-related resources.
- [Roadmap to Student Success](#) provides students with timely and targeted resources to help them achieve academic, personal, and professional success.
- [Office of Student Community Relations \(OSCR\)](#) is responsible for administering the [Code of Student Rights & Responsibilities](#) and provides critical incident support.
- [goSAFE](#) is staffed by York students and can accompany York community members to and from any on-campus location, such as the Village Shuttle pick-up hub, parking lots, bus stops, or residences.

For a full list of academic, wellness, and campus resources visit [Student Support & Resources](#).

Additional Course Expectations to support success in this course:

- Students are expected to demonstrate preparedness for class, engagement with the material and with each other
- Students are expected to maintain their schedule of required readings and submission of assignments. **Please note all key dates!**
- Note that text chapter readings include the main chapter only. The articles following the main chapter content are considered optional unless otherwise assigned.
- The Fall and Winter terms of this full year course requires students to read the assigned text chapters which will inform both the stepped first and second term research paper assignment. Each term focusses on case study team discussions and in-class presentation of the assigned weekly case studies. Full participation and collaboration in your case study team's discussions and presentations are essential for success.

For 2026-27, here are the deadlines provided by the [Registrar's Office](#):

- The last date for students to drop a course without receiving a final grade is **February 9, 2027**.
- The last date to submit Fall term work is **December 8, 2026**
- The Last date to submit Winter term work is **April 5, 2027**

(Please see notes above regarding late penalties)

Course Schedule: Weekly Readings and Activities

Course Schedule: The Course Schedule will be finalized in the First Class. Details of weekly readings (both required and optional) are available on our eClass course website.

Week/Module	Readings and Activities	Assessment Due Dates
FALL TERM Week 1 Sept 11	<u>Welcome and Introduction to the Course</u> Course Outline: Written Assignments, Case Studies and Class Participation; Evaluations, eClass Course Website Getting Organized - - Course Schedule and Topics Covered - Assignment to a Study Teams - The Case Studies and the Case Study Method	
Week 2 Sept 18	<u>What is Public Administration? Case Studies and the Case Study Method</u> Inwood – Chapter 1, The Nature of Public Administration Simeon – Introduction Dunn – Part 1, pp. 13-14 Recommended – Johnson, Introduction, pp. 13-26	“Case Study Analysis and Practice” – (In-Class Exercise)
Week 3 Sept 25	<u>Canadian Public Administration and Democracy I</u> Inwood – Chapter 2, pp. 30-53 Simeon – The New Computer Software Purchase Dunn – Part 1, (Kernaghan) pp. 97-110 Recommended – Johnson, Chapter 1, pp. 27-45	
Week 4 Oct 2	<u>Canadian Public Administration and Democracy II</u> Inwood – Chapter 2, pp. 53-70 Simeon – The Sharp Manager Dunn – Part 1, (Rootham) pp. 15-34 Recommended – Johnson, Chapter 1, pp. 30-72	

Week 5 Oct 9*	<u>Organization and Management Theories I</u> Inwood – Chapter 3, pp. 71-91 Simeon – Restructuring the Regional Office Dunn – Part 3, (Tupper) pp. 215-226 Recommended – Johnson, Chapter 5, pp. 187-206	*Research Paper Topic Assignment
Week 6 Oct 16	<u>Reading Week – Oct 10-16, No Classes</u>	
Week 7 Oct 23	<u>Organization and Management Theories II</u> Inwood – Chapter 3, pp. 91-125 Simeon – Balancing Design Needs and Cost Dunn – Part 3, (Bernier) pp. 227-245 Recommend – Johnson, Chapter 5, pp. 206-227	
*Week 8 Oct 30	<u>Canadian Public Administration and Institutions I</u> Inwood – Chapter 4, pp. 126-136 Simeon – Running for Cover Dunn – Part 3, (Thomas) pp. 142-165 Recommended – Johnson, Chapter 3, pp. 107-123	*GNL - Global Week, with our university partners abroad.
Week 9 Nov 6	<u>Canadian Public Administration and Institutions II</u> Inwood – Chapter 4, pp. 136-176 Simeon – The Fluid Management Committee Dunn – Part 2, (Bourgault) pp. 195-212 Recommended – Johnson, Chapter 3, pp. 150-167	
Week 10 Nov 13*	<u>Public Administration, the Constitution, and Law</u> Inwood – Chapter 5, pp. 177-192 Simeon – Filing a Complaint with the Law Society of Ontario Dunn – Part 1, (MacIvor), pp. 75-97 Recommended – Johnson, Chapter 9, pp. 335-347	*Research Paper Proposal and Annotated Bibliography

Week 11 Nov 20	<u>Public Administration and the Judiciary</u> Inwood – Chapter 5, pp. 192-220 Simeon – Meeting Weekly Production Targets Dunn – Part II, (Baar & Greene), pp. 166-180 Recommended – Johnson, Chapter 9, pp. 347-371	
Week 12 Nov 27	<u>Public Administration and Public Policy I</u> Inwood – Chapter 6, pp. 221-234 Simeon – Minimizing MRI Wait Times Dunn – Part 5, (Lindquist), pp. 455-471 Recommended – Johnson, Chapter 8, pp. 308-316	
*Week 13 Dec 4	<u>First Term Test</u> This will be a two-hour (11:30 am to 1:30 pm) in class, closed book test.	*First Term Test.
Seasonal Break	Fall Study Day – December 9 Fall Examinations – December 10 - 23 Holiday Break - December 24 - January 1	
WINTER TERM Week 14 Jan 8	<u>Public Administration and Public Policy II</u> Inwood – Chapter 6, pp. 234-268 Simeon – Improving Team-Based Primary Care Dunn – Part 5, (Evans & Shields), pp. 489-500 Recommended – Johnson, Chapter 8, pp. 316-333	
Week 15 Jan 15	<u>Public Administration and Human Resource Management I</u> Inwood – Chapter 7, pp. 269-302 Simeon – The Future of Higher Education Delivery Dunn – Part 4, (Howlett), pp. 272-294 Recommended – Johnson, Chapter 4, pp. 150-167	

Week 16 Jan 22*	<u>Public Administration and Human Resource Management II</u> Inwood – Chapter 7, pp. 302-321 Simeon – Transitioning to Electronic Records Dunn – Part 2, (Dunn), pp. 115-141 Recommended – Johnson, Chapter 4, pp. 167-185	*A condensed version of your Research Paper. Not more than 4 pages.
Week 17 Jan 29	<u>Public Administration and Financial Management I</u> Inwood – Chapter 8, pp. 322-337 Simeon – Negotiating Annual Budget Targets Dunn – Part 1, (Dunn), pp. 52-74 Recommended – Johnson, Chapter 6, pp. 228-243	
Week 18 Feb 5	<u>Public Administration and Financial Management II</u> Inwood – Chapter 8, pp. 337-353 Simeon – The Unproductive Team Dunn – Part 4, (Prince), pp. 349-363 Recommended – Johnson, Chapter 6, pp. 243-261	
Week 19 Feb 12	<u>Public Administration, Accountability, Ethics and Values I</u> Inwood – Chapter 9, pp. 354-374 Simeon – Crossing the Picket Line Dunn – Part 3, (Campolieti, Gunderson & Hebdon), pp. 364-382 Recommended – Johnson, Chapter 7, pp. 263-282	
Week 20 Feb 19	<u>Reading Week – Feb 13 – 19, No Classes</u>	

Week 21 Feb 26	<u>Public Administration, Accountability, Ethics and Values II</u> Inwood – Chapter 9, pp. 374-409 Simeon – The Unacceptable Performance Appraisal Dunn – Part 5, (Findlay), pp. 408-420 Recommended – Johnson, Chapter 7, pp. 282-304	
Week 22 March 5*	<u>Public Administration, Accountability, Ethics, and Values I</u> Inwood – Chapter 9, pp. 354-379 Simeon – The Unreliable Executive Dunn – Part 5, (Brock & Nater), pp. 386-407 Recommended – Johnson, Chapter 9, pp. 335-355	*Research Paper Assignment
Week 23 March 12	<u>Public Administration, Accountability, Ethics, and Values II</u> Inwood – Chapter 9, pp. 379-409 Simeon – The Offensive Comment Dunn – Part 3, (Shepherd), pp. 246-268 Recommended – Johnson, Chapter 9, pp. 355-371	
Week 24 March 19*	<u>Public Administration and Intergovernmental Relations I</u> Inwood – Chapter 10, pp. 410-451 Simeon – The Forgotten Incident Dunn – Part 2, (Sancton), pp. 181-194 Recommended – Johnson, Chapter 10, pp. 373-384	*GNL – Global Week with our university partners abroad.
Week 25 March 26*	*Statutory Holiday – Good Friday – No Classes	
Week 26 April 5* -- (Make up class for March 26)	<u>In Class Final Examination</u> There will be a in class (11:30 am to 2:00 pm) two and a half hours closed book exam to conclude the course. For details see the eClass course website.	*Final In Class Exam

Web Resources

Some of the web sites below may be of assistance in your research and of interest in exploring issues related to public administration. The web-sites can be accessed directly from the course outline.

Canada School of Public Service: news and trends in executive learning, executive education and development programs and services and to documents

The Innovation Journal: independent, peer-reviewed, Internet-based journal devoted to sharing ideas and discussing public sector administration innovation

Federal Royal Commissions and Commissions of Inquiry: materials associated with the more than 200 federal Royal Commissions that have taken place since Confederation from the Library and Archives Canada.

Institute of Public Administration of Canada: national non-profit organization, concerned with the theory and practice of public management, with 17 regional groups across Canada

Office of the Auditor General of Canada: publications, including searchable full text of the Reports of the Auditor General

Parliament/Parlement: access to the House of Commons, Senate and the Library of Parliament, including debates, committee proceedings, and status of legislation

Office of the Privacy Commissioner of Canada: includes annual reports

Information Commissioner of Canada

Privy Council Office: includes annual reports to the Prime Minister

Public Service Commission of Canada: labour market trends, public service demographics and managing human resources in the federal Public Service

Crown Corporation in Canada: a list of Crown Corporation

United Nations Public Administration Network: forum for knowledge, experiences and best practices worldwide of sound public policies, effective public administration and efficient civil services

There are also many web sites primarily related to **public policy** that might be useful for our course.

Caledon Institute of Social Policy

Canadian Centre for Policy Alternatives

Canada West Foundation

Canadian Council on Social Development (CCSD)

Canadian Labour Congress (CLC)

Canadian Public Policy Network

CD Howe Institute

Conference Board of Canada

Fraser Institute

International Labour Organization

Institute for Research on Public Policy (IRPP)

Financial Stability Board

Maytree

Organisation for Economic Development and Cooperation (OECD)

Canadian Institutes for Health Research